

Best Practices

◆ Grant Writing

- ◆ Highlight guidelines of proposed grant
- ◆ Obtain and thoroughly review grant guide line
- ◆ Use existing planning documents to guide you
- ◆ Seek administrative approval and input
- ◆ Make a checklist that you can use to preplan for your grant writing
- ◆ Organize information for each part of the grant separately
- ◆ Use Internet and other written sources for sample grant guidelines (letter of introduction, time line, and budget and grant proposal)
- ◆ Divide responsibility of writing the grant components
- ◆ Act quickly
- ◆ Attend all meetings
- ◆ “Just do it!” attitude is a must.

◆ Implementation

- ◆ Collaborative partnership
- ◆ Continuous communication
- ◆ Included teacher created survey
- ◆ Limited length of survey to no more than a back to back paper
- ◆ The surveys for each class were a different color
- ◆ Received Dr. Tara Fortune’s input in creating survey
- ◆ Included a letter from our principal with the survey to our parents requesting their participation
- ◆ Documented evidence of implementation of grant by creating a collection of binders for future reference

◆ Fall Parent/Child Information Night

- ◆ Several flyers were sent to notify parents of the event
- ◆ Promoted free family meal provided (pizza)
- ◆ Followed up with a reservation request /commitment to the event
- ◆ 41 families attended
- ◆ Had entertainment for the children so we could have the undivided attention of the parents
- ◆ Parent presentation was opportunity to recognize parents as child’s first teacher, “Teach Me” poem
- ◆ Hand outs were color coordinated by classroom teacher with child’s name on them so we could send home the information to the parents who did not attend.
- ◆ Previewed some bilingual materials with parents
- ◆ Explained DRA levels as it relates to independent reading level
Print
- ◆ Explained to parents what is grade level reading print in L1
- ◆ Explained to parents what is appropriate reading print in L2
- ◆ Parents learned how to select appropriate independent reading

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- material in both the L1 & L2
- ◆ Intro. planned literacy events

◆ Community Connections

- ◆ Teacher created class T-shirts that allow us to represent ourselves as a unique group (field trips and school programs) year after year
- ◆ Created a motto that promotes our program with our parents (within our school) and also with the community(outside of school)
- ◆ Scheduled librarian visit prior to field trip to register students (47%) for a library card
- ◆ Planned structured field trip experience on Saturday so parents could attend
- ◆ Scheduled field trip on Saturday when the library also had special event planned to foster interaction between parents and their children
- ◆ Child's DRA score along with a sample of the correlating print for that score was provided to assist in locating the appropriate independent leveled books
- ◆ Parents learned about the community resources that are available to support their children's second language acquisition

◆ Beneficial Parent/Child Literacy Experiences

- ◆ Genre Study
 - ◆ Standards based
 - ◆ Used "Teach Me" Poem to relate child's instruction to parents as teachers
 - ◆ Students sent parents an invitation letter to participate in the genre study called "It's in the Bag"
 - ◆ Each child was assigned a plastic numbered bag for homework to be sent home and returned to school
 - ◆ Directions were provided for reading out of a book ...
 - ◆ Directions were provided for reading words the child did not know and spelling words the child didn't know how to spell
 - ◆ Directions were included on how to read bilingual print
 - ◆ **All** directions and instructions had been modeled at school and practiced at school before going home.
 - ◆ Used "restickable" glue to move print cover from L1 to L2
 - ◆ Each homework assignment included a different fluency strategy
 - ◆ Each homework assignment/genre study included instructional information about that genre.

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- ◆ Each homework assignment/genre study was a different color and was numbered (1-4)
- ◆ Created "Student Journal" from homework assignments
- ◆ Genre study included machine copies of poetry
- ◆ Free give away bilingual text Fiction (Fairy Tales, Poetry, Reader's Theater, Action Stories) & Nonfiction (Math & Social Studies)
- ◆ Limited to 4 homework assignments
- ◆ Parents learned about the complexity of their child's curricular objectives
- ◆ Parents were able to actively participate in reading bilingual reading material from different genres as part of their child's homework
- ◆ Parents learned the great connection there are between both languages
- ◆ Parents now realize that two languages are better than one

◆ Spring Parent / Child Celebration

- ◆ Genre choices and options within that genre were narrowed to make parent participation selection easier and more focused
- ◆ Created a performance environment in the classroom (stage, karaoke microphone, audience)
- ◆ Created several flyers to promote event
- ◆ Created paper program for the performances
- ◆ Video taped the performances
- ◆ Performance is a great way to showcase and document the student's literacy abilities in their L1 & L2
- ◆ All students received a reading trophy

◆ Acquired Resources

- ◆ Checked prices on Amazon.com
- ◆ Retail source for print with unusual content
- ◆ Chose catalog sources for give away books
- ◆ Creative acquisitions (karaoke machine)
- ◆ Negotiated price with volume of order
- ◆ Organized materials to promote shared use
- ◆ Selected materials with our classroom libraries and curriculum in mind
- ◆ Asked suppliers for samples so we could preview print
- ◆ Chose the same big books in both L1 & L2, 4 titles,
- ◆ Chose one big book title for each grading period for collaborative partner teaching
- ◆ Planned and priced orders for give away books so each of us could have a set of those titles in our classroom bilingual library